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ABSTRACT

This report presents an overview of the Extended Opportunity Programs and Services (EOPS) Operational Program Reviews (OPRS) conducted at 18 California Community Colleges in the academic year 2001-2002. It sets findings about programs' strengths and weaknesses in the context of the eight EOPS program components: management and coordination, outreach, instructional development and support, counseling and advising, transfer and career transition, financial aid coordination, special activities, and the CARE (Cooperative Agencies Resources for Education) program. The reviews drew data from questionnaires returned by 545 faculty and staff and 819 students, with 655 additional detailed interviews with faculty and staff, and 309 interviews with students. Operational Program Review teams make recommendations based on the eighteen reviews. Each review is individualized, and programs are not compared with one another. Some of the 104 recommendations are as follows: (1) 8 recommendations were made for more adequate program space to enhance privacy for counselors; (2) 3 programs were directed to develop a written recruitment plan, or to improve the existing plan; (3) 11 recommendations were made regarding instructional support activities including tutoring services and practices; and (4) 30 recommendations were suggested in the counseling/advising component, which included the need to hire more counselors. (NB)

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EOP&S IN REVIEW

Report of the 2001-2002 Program Reviews

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Prepared for the Chancellor's Office
California Community Colleges

Educational Consulting and Evaluation

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OVERVIEW

This report presents an overview of the Extended Opportunity Programs and Services (EOPS) Operational Program Reviews (OPRs) conducted at eighteen community colleges in the academic year 2001-2002. It sets findings about programs' strengths and weaknesses in the context of eight EOPS program components: management and coordination, outreach, instructional development and support, counseling and advising, transfer and career transition, financial aid coordination, special activities, and the CARE program.

Sponsored by the California Community Colleges Chancellor's Office, the program reviews were conducted between September 2001 and May 2002. Collectively, these reviews drew data from questionnaires returned by 545 faculty and staff and 819 students. In addition, there were a total of 655 detailed interviews with faculty and staff and 309 interviews with students. Student demographic data collected as a part of the reviews are presented in the body of the report.

Among the programs reviewed, there were a number of similarities as well as a number of differences. All programs distributed financial aid and/or a coordinated book service, but the amount of the aid, the form in which it was distributed, and the timing of the distributions differed pursuant to local needs or practices. Every program included some personnel who provided counseling and advisement to EOPS students and who monitored academic status and progress. Responsibility for recruiting the appropriate target populations was also recognized by every program under review. The number of particular services provided by individual programs, their quality, and the adequacy of the descriptions in their plans differed considerably.

The program components that encompass EOPS activities do not fully describe the essence of EOPS programs. Some aspects of EOPS do not neatly fit a budget category or planning component. A very important aspect of EOPS is the delivery of services. The human elements, which OPR teams observed, serve to enrich the programs

through the dedication, care, and attention that staff members give to students and that students offer to one another.

Chapter 1

INTRODUCTION

PROCEDURES AND METHODOLOGY

This chapter briefly describes the Operational Program Review process used to examine eighteen EOPS programs during the academic year of 2001-2002. The chapter also describes the main sources of information for the programs under review and presents a profile of students who participated in those programs.

Extended Opportunity Programs and Services (EOPS), established in 1969 by the state legislature, is designed to provide low-income and educationally disadvantaged community college students with support services that will help them enroll and succeed in post-secondary education. Today, EOPS programs operate in each of California's community colleges. EOPS offers academic and support counseling, and financial assistance through formally structured program components. In addition, the program offers the informal, personal contributions of EOPS staff and students, a system of support that often exerts the greatest impact on the lives of participating students.

These Operational Program Reviews evaluate the implementation and overall effectiveness of the statewide EOPS program. Between 1983 and the end of the 1988-89 academic year, every EOPS program in the state received an Operational Program Review. After a five-year hiatus, the State Chancellor's Office restarted the on-site reviews in the spring of 1995 with four reviews. In the 1995-96 academic year six EOPS programs were reviewed. In the fall of 1996, follow up visits were conducted at six of the ten colleges reviewed during the two previous years. In the 1997-98 and the 1998-99 academic years, eleven campuses were reviewed each year; and in 1999-2000, fifteen campuses were reviewed. Since 2000-2001 the State Chancellor's Office objective has been to review EOPS programs at those colleges, which in preparation for accreditation,

are in their self-study year. The number of EOPS programs reviewed each year will vary according to the accreditation cycle.

Generally, a team of three professionals conducts each OPR: an evaluation consultant with skills in both quantitative and qualitative methodology and two or more EOPS directors or administrators from other community colleges. For the largest programs the team might consist of as many as five people. Thus, the evaluation process is primarily peer review. In addition, a representative from the State Chancellor's Office provides technical assistance for the team and conducts a workshop for local staff.

The teams analyze questionnaires, conduct interviews, make direct observations, and review documentation to corroborate findings. The purpose of the review is to determine the degree to which each program implements an EOPS program consistent with its intentions and state requirements, and the degrees of satisfaction participants have with the program. At the conclusion of an OPR, the team members summarize their findings and develop a set of recommendations for program improvement. These are presented to the EOPS director and college administrators at an exit interview. A full written report of the findings and recommendations is typically sent to the college within six weeks of the conclusion of the visit.

Each individual on the OPR team contributes a unique perspective to the overall evaluation. The team leader, an outside evaluator with special training in qualitative and quantitative evaluation, coordinates the OPR and is responsible for conducting the qualitative component of the review. The team members are selected from the ranks of EOPS program directors and administrators to bring a practical, field-based point of view to the evaluation. The representative of the Chancellor's Office adds technical knowledge of EOPS regulations. Although a different team conducts the OPR at each site, all teams follow the same basic procedure, guided by an evaluation handbook and appropriate training. Each college's EOPS *Program Plan*, *Self-Evaluation Survey*, and program data are the point of departure for the review. This assures that the OPR is tailored to the particular philosophy, objectives, staff, and student population of the EOPS program at that site.

An OPR, which requires a two-and-one-half day site visit, has two components. First, a

thorough review of the program's activities determines the extent to which the goals and standards specified in the program review survey have been achieved. Team members interview program staff and examine documentation as they compare the program's proposed activities and intended effects with actual accomplishments. They also identify any discrepancies that might exist between staff activities as outlined in the *Summary of Personnel* and actual utilization of staff time.

Second, an open-ended qualitative evaluation, conducted by the team leader, assesses the program's impact as perceived by a sample of the participants and college/EOPS faculty and staff. This naturalistic assessment of program function is designed to evaluate the program as a whole from the point of view of student participants, EOPS and college faculty and staff. Rather than focusing exclusively on activities specified in the program review survey, the team leader allows issues to emerge as people describe their own experiences, satisfaction, and concerns.

Data for the qualitative evaluation comes from several sources: the EOPS *Self-Evaluation Survey*, confidential questionnaires completed prior to the site visit, interviews with a broad sample of individuals who have knowledge of the program, other data documents presented by the program staff, and on-site observations. The interviews are directed toward individuals' perceptions of how the EOPS program operates, how it affects them personally, and whether it does so in an appropriate and effective way. The evaluators also encourage suggestions for program improvement. Table 1 presents the number of faculty/staff and student interviews conducted while on site, and the questionnaires provided in advance by each program.

TABLE 1

EOPS Operational Program Review Questionnaires And On-Site Interviews

COLLEGE	QUESTIONNAIRES FAC/STAFF	QUESTIONNAIRES STUDENT	INTERVIEWS FAC/STAFF	INTERVIEWS STUDENT
BUTTE	33	55	38	12
CHABOT	17	25	27	6
CUESTA	20	33	29	17
LANEY	23	32	32	30
LAS POSITAS	21	21	28	12
LONG BEACH CITY	56	27	37	4
EAST LOS ANGELES	25	50	34	25
LOS ANGELES CITY	63	103	65	28
LOS ANGELES TRADE	29	50	56	15
MERRITT	23	41	39	10
PALOMAR	30	37	39	24
PASADENA CITY	48	40	32	22
SAN BERNARDINO VLY	27	117	31	21
SANTA BARBARA CITY	22	23	39	14
SANTA ROSA JUNIOR	35	32	41	14
SOUTHWESTERN	27	55	37	20
TAFT	25	60	21	25
VISTA	21	18	30	10
TOTAL	**545**	**819**	**655**	**309**
OVERALL AVERAGE	**30**	**46**	**36**	**17**

Academic Year (AY) 2001 - 2002 OPRs

The eighteen reviews conducted in the AY 2001-2002 focused on the degree to which program activities for the 2000-01 and/or the 2001-02 academic years were carried out, depending on the date of the review. The OPR teams sought to present their findings and recommendations so that compliance problems could be remedied immediately and steps could be taken to improve future program services.

This annual report contains a synthesis of information from the individual OPR Summary Reports of the eighteen EOPS programs reviewed between September 2001 and May 2002. The colleges reviewed in AY 2001-02 were the following: Butte, Chabot, Cuesta, Laney, Las Positas, Long Beach City, East Los Angeles, Los Angeles City, Los Angeles Trade-Technical, Merritt, Palomar, Pasadena City, San Bernardino Valley, Santa Barbara City, Santa Rosa Junior, Southwestern, Taft, and Vista. Collectively, the eighteen OPR reports drew data from several sources: program documents, confidential questionnaires returned by students and faculty/staff, interviews with faculty/staff, interviews with students, and from direct observations of EOPS activities.

EOPS Student Characteristics

One objective of the OPRs is to provide the Chancellor's Office with descriptive information about EOPS students. The eligibility criteria for participation in EOPS are carefully specified by Title 5 regulations; consequently, one can assume that all EOPS students in 2001-02 shared certain characteristics such as state residency, enrollment status, educational disadvantage, and income level. Beyond these common criteria, EOPS students in colleges reviewed in 2001-02 differed considerably. As part of the OPR process, EOPS directors provided the following statistical information about the students served: gender, age, ethnicity, educational goal, and high school graduation status. However, due to different data collection methods for MIS and general program needs, the data provided by colleges differed to some degree. Table 2 presents individual college ethnicity data provided by the respective programs.

TABLE 2

ETHNICITY OF EOPS STUDENTS BY PERCENTAGE

COLLEGE	AFRAM	AS/PI/F	CAUCA	LATINO	NA/AM	OTHER
BUTTE	8.0	10.0	55.0	17.0	4.0	6.0
CHABOT	30.0	34.0	12.0	16.0	1.0	7.0
CUESTA	9.0	4.0	52.0	26.0	2.0	7.0
LANEY	41.0	44.0	1.5	10.0	0.5	3.0
LAS POSITAS	16.0	22.0	41.0	17.0	0.1	3.9
LONG BEACH CITY	9.0	4.0	52.0	26.0	2.0	7.0
EAST LOS ANGELES	1.9	17.0	2.2	76.0	1.0	1.9
LOS ANGELES CITY	10.5	8.4	41.0	34.4	0.5	5.2
LOS ANGELES TRADE	47.0	5.0	2.0	43.0	0.3	2.7
MERRITT	66.0	9.0	4.0	13.0	3.0	5.0
PALOMAR	9.7	7.5	39.8	33.1	3.2	6.7
PASADENA CITY	13.4	42.1	7.0	32.1	0.4	5.0
SAN BERNARDINO VLY	40.0	6.0	17.0	31.0	2.0	4.0
SANTA BARBARA CITY	6.0	6.0	33.0	52.0	1.0	2.0
SANTA ROSA JUNIOR	8.0	11.0	43.0	31.0	3.0	4.0
SOUTHWESTERN	5.0	2.0	5.0	78.0	0.0	10.0
TAFT	8.0	6.0	62.0	19.0	3.0	2.0
VISTA	55.0	11.0	12.0	15.0	1.0	6.0

PROGRAM SETTINGS

The following narratives present the program setting within the context of each college and selected student demographic data for each of the colleges reviewed.

Butte College

Butte College is the only college in the Butte-Glenn Community College District. The college has its main campus in a rural area between Chico and Oroville; in addition, it has centers in Chico and Orland, offers courses in a variety of cities and at a Career Training Center in Chico. The college enrolled 13,882 students in Fall 2000. According to the "Ethnicity of the Butte College Student Body" the students represented 70% Caucasians, 12% Chicano/ Latino, 5% Asian/Pacific Islander/Filipino, 2% African American, 2% American Indian, and 9% in a category of other/unknown/no response.

For AY 2000 – 2001, the EOPS program served 1340 students: 55% Caucasians, 17% Chicano/ Latino, 10% Asian/Pacific Islander/Filipino, 8% African American, 4% American Indian, and 6% in a category of other/unknown/no response. The EOPS male to female ratio is approximately 1:2 or 35% to 65%, somewhat similar to the total college enrollment of 45% to 55%. The college age cohort is collected differently than EOPS, there for it is not possible to make a comparison of these data.

Chabot College

The Chabot-Las Positas Community College District is in its 40th year of providing educational opportunities to residents of the Bay Area. It is one of two colleges in the Chabot-Las Positas Community College District. Chabot College primarily serves residents of Alameda County in the East Bay area, including the district communities of Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City. The college enrolled 14,528 students in the Fall 2001 term, an increase of only about 2.4% from the Fall 2000 term. The Fall of 2001 "Students by Ethnicity" describes Chabot College students as 30% Caucasian, 19.27% Chicano/Latino, 19.05% Asian, 13.9% African-American, 9% Filipino, 4.2% Unknown, 2.4% other, 2.1% Pacific Islander, .08% Native American.

Through the end of December 2001, the EOPS program had served 429 students: 30% African-American, 28% Asian, 16% Chicano/Latino, 12% Caucasian, 5% Filipino, 3%

Middle Eastern, 1% Pacific Islander, 1% Native American, and 5% Other/Unknown. The EOPS male to female ratio is approximately 1:2 or 30% to 68%, different from the college's Fall 2001 gender statistics of 42% male and 56% female.

Cuesta College

Cuesta College the only college in the San Luis Obispo County Community College District operates two campuses. The main campus is located in the Chorro Valley between the cities San Luis Obispo and Morro Bay and the second, the North County Campus (NCC), is located in Paso Robles. The college enrolled 9,732 students in Fall of 2000. According to the MIS data, "Student Characteristics and Enrollment Trend 1997-2001", the college's overall enrollment includes a 74.4% Caucasian student population. The college's ethnic/racial composition for Fall 2000 was 13.5% Chicano/Latino, 4.5%Asian/Filipino, 1.5% African American, 1.2% American Indian, with 4.8% in the category of other/undecided.

For AY 2000—2001, the EOPS program served 986 students with 80-85 of these students assisted at the NCC: 52 % Caucasian, 26% Chicano/Latino, 9% African American, 4% Asian/Filipino, 2% American Indian and 7% other/undecided. The EOPS female to male ratio is 3:1 or 73% to 27% where as the total college enrollment is 46% to 54%. The college age cohort data reflects that 69% of the total college population is young (25 years of age or younger) while 59% the EOPS students are between 20 and 40 years of age.

Laney College

Laney College is the largest of the four Peralta campuses and is the flagship of the Peralta Community College District. The main campus stretches across sixty acres in the center of downtown Oakland. The college enrolled 13,664 students in the Spring of 2002. According to the MIS data the college's overall enrollment includes a student population of 34% Asian/Pacific Islander, 28% African American, 15% Caucasian, 13% Chicano/Latino, 2% Filipino, 1% Native American, with 7% in the category of other/unknown.

For Spring 2002, the EOPS program served 1022 students with a student population of 43% Asian/ Pacific Islander, 41% African American, 10% Chicano/Latino, 1.5%

Caucasian, 1%Filipino, 0.5% Native American and 2% other. The EOPS female to male ratio is 2:1 or 68% to 32% where as the total college enrollment is 57% to 43%. The college age cohort data is reported differently than EOPS; therefore it is not possible to make a comparison of these data.

Las Positas College

Las Positas College is one of two colleges in the Chabot-Las Positas Community College District. The college enrolled 7,391 students in the Fall of 2000, an increase of about 6% from the Fall 1999 term. In the Fall of 2000 the "Students by Ethnicity" data included 68.5% White, 11.5% Hispanic, 7.2% Asian, 4.6% Unknown, 2.6% Black, 2.3% Filipino, 1.6% other, and 1.1% American Indian.

Through the end of September 2001, the EOPS program had served 162 students: 41% White, 17% Hispanic, 22% Asian/Pacific Islander, 16% Black, .006% Filipino, .02% American Indian and 3.9% other. The EOPS male to female ratio is approximately 1:4 or 21% to 79% very different from the college's Fall 2000 gender statistics of 58.2% female and 41.8% male.

Long Beach City College

Long Beach City College serves the cities of Lakewood, Long Beach, Signal Hill, and Avalon. The college maintains a high standard of academic excellence and support services to provide the students with many opportunities to attain their educational objectives. According to the data given to the team, the college enrolled 27,938 students for Spring 2001. The students represent an ethnic enrollment of 31% Caucasian, 27% Chicano/Latino, 24% Asian/Pacific Islander/ Filipino, 5% African American, 1% American Indian, and 12% in the categories of other and unreported.

In Spring 2001, the EOPS program served 1691 students whose ethnicity was 12% Caucasian, 23% Chicano/Latino, 44% Asian/Pacific Islander/Filipino, 16% African American, 1% American Indian, 4% other and unknown. The EOPS male to female comparison was 30% to 70%, somewhat different than the total college enrollment of 49% to 51%. Age cohort data was not made available.

East Los Angeles College

East Los Angeles College is one of nine community colleges in the Los Angeles Community College District, which is one of the largest, if not the largest community college district in the United States. The Los Angeles City Board of Education established the college in 1945. That same year, the college opened for classes on the campus of Garfield High School with an enrollment of 380 students and a faculty of nineteen. The college moved in 1948 to its present location in the City of Monterey Park. The college serves the communities of Alhambra, Bell, Bell Gardens, City of Commerce, Cudahy, East Los Angeles, Huntington Park, Los Angeles, Maywood, Montebello, Rosemead, San Gabriel, South San Gabriel, South Gate, and Vernon.

East Los Angeles College enrolls approximately 28,000 day and evening students and employs approximately 600 faculty and classified staff. According to the data given to the team, the students represented an ethnic enrollment of 21.6% Caucasian, 41.3% Chicano/Latino, 11.6% African American, 12.5% Asian, 4.5% Filipino, and less than 1% in the categories of Pacific Islanders and Native Americans.

For the year 2000 - 2001, the EOPS program served 1785 students: 76% Chicano/ Latino, 1.9% African American, 2.2% Caucasian, 16.5% Asian, and less than 1% for each of the following groups, Pacific Islander, Filipino, and Native American. Women comprise 71.8% of the EOPS program and males 28.2%, which is dramatically different from the general student body of 49.8% female and 50.2% male.

Los Angeles City College

Los Angeles Junior College was established in 1929 by the Los Angeles Board of Education. In 1938, the name was changed to Los Angeles City College; in 1969, the California State Legislature allowed the separation of the nine-campus Los Angeles Community College District from the Los Angles Unified School District. The philosophy of Los Angeles City College is to provide curricula and services of the college as a means of fulfilling the promise of open access and to provide each student who applies academic and occupational preparation, citizenship, and cultural understanding.

During the academic year 2001-2002, the general student population was approximately 17,089. Of those students, the ethnic breakdown was as follows, Latino 44%,

Caucasian 23 %, African American 12%, Asian/Pacific Islander 14%, Filipino 5 %, and other 2%.

During the same period, the EOPS program served approximately 4,181 students. The ethnic breakdown, somewhat different than the general student population, was as follows: Caucasian 41%; Hispanic/Latino 34.4%; African-American 10.5%, Asians 6%, Filipino 2.4%; 2% declined to state, other 2.4%; and 0.5% Native American. The gender statistics for the general student population was 44% male and 56% female. In the EOPS program the statistics indicated 36% male and 64% female.

Los Angeles Trade-Technical College

Los Angeles Trade-Technical College has a clearly stated mission to "offer certificate and degree programs, predominately in vocational areas, which prepare students for the workforce. The college also offers general education courses and academic programs for students preparing to transfer to a four-year institution." (LATTC Catalog, page 5.) According to the data given to the team, the college enrolled 13,250 students for Fall 2001. The students represent an ethnic enrollment of 55% Chicano/Latino, 27% African American, 8% Asian/Pacific Islander/ Filipino, 6% Caucasian, 1% American Indian, and 3% in the categories of other and unknown.

For the academic year 2001-2002 to date, the EOPS program has served approximately 2574 students. Of the 2574 students, 2074 have been reported to the team whose ethnicity is 47% African American, 43% Chicano/Latino, 5% Asian/Pacific Islander/Filipino, 2% Caucasian, 0.3% American Indian, and 3% other/unknown. Compared with the total college enrollment all EOPS ethnic groups appear to be under-represented, except the African American cohort. The EOPS male to female ratio is about 1:2 or 33% to 67%, very different from the total college enrollment of 52% male to 48% female. Fifty percent of EOPS students are 25 years of age or younger. The similar age cohort (24 and under) for the college is forty-four percent.

Merritt College

Merritt College is part of the Peralta Community College District, which also includes Laney, Vista, and the College of Alameda. In November 1963, the Peralta district was established. The Merritt College campus was originally located on Grove Street in

downtown Oakland. In the spring of 1971, Merritt College moved to its present location in the hills above East Oakland.

Merritt College enrolled 7,116 students in Fall 2001, an increase of approximately 10% more than the previous fall term. According to the data given to the team, the students represented an ethnic enrollment of 33% African American, 23% Caucasian, 19% Asian/Pacific Islander/Filipino, 15% Chicano/Latino, 1% American Indian, and 9% in the categories of other and unknown.

In Fall 2001, the EOPS program served 585 students, an increase of approximately 20% more than the previous fall term. EOPS students represented an enrollment of 66% African American, 13% Chicano/Latino, 9% Asian/Pacific Islander/Filipino, 4% Caucasian, 3% American Indian, 5% other and unknown. The EOPS male to female ratio was approximately 1:3.5 or 22% to 78%, in contrast to the total college enrollment of 32% male to 66% female with 2% unknown. Ninety-one percent of EOPS students fall between the ages of 18 and 35 in comparison to 81% of the general student population in the same age group.

Palomar College

Palomar College was established in 1946, when registered voters in the Vista Unified School District, the Fallbrook Union School District, and the Escondido Union High School District voted in favor of establishing a "junior college" in the North San Diego County area. Under state law, the San Diego County Superintendent of Schools appointed a five-person governing board of the new college. Classes began on September 23, 1946 on what was then the Vista High School campus. Classes were taught between the hours of 3:30 and 10:00 p.m.

The name Palomar was chosen because the college was located fairly close to Palomar Mountain. The governing board hired a director, a dean of students, and nine faculty members. One hundred students enrolled on the first day of classes. Over the next 55 years, the college enrollment grew steadily until it now exceeds 27,000 full-time and part-time students in 2000-2001. Recent demographic studies indicate that the enrollment at Palomar College will increase substantially in the near future.

The total number of students at Palomar College in Fall 2001 numbered 27,904; the EOPS student population was 1,260. The demographic data for Fall 2001 showed that Caucasian students are the largest student group at Palomar College with 54.1% and 39.8% of the EOPS students. Latinos represent the second largest ethnic group in the college general population at 23.1%, and 33.09% of the EOPS students. Asian students constitute 5.9% of the regular student population and 7.48% of EOPS students. African American students are approximately 3.2% of the total student population and 9.71% of the EOPS students. American Indians consist of 1.4% of the general student population and 3.2% of EOPS program. There are 47.1% females students in the general population and 52.9% male, in contrast to approximately 64% females and 36% males in the EOPS program. Recent demographic data indicates that the community is growing rapidly and the majority of the potential students may be EOPS eligible.

Pasadena City College

Pasadena City College is the only college in the Pasadena Area Community College District. The district established in 1966 is one of the largest single-campus community college districts in the nation and serves eight school districts in western San Gabriel Valley of Los Angeles County. The college enrolls over 29,000 credit and non-credit students per semester.

The college enrolled 25,153 credit students in Fall of 2001. Calculations using Pasadena City College MIS data, show that the college's overall enrollment includes 30.4% Chicano/Latino, 28.0% Asian/Pacific Islander, 16.7% Caucasian, 5.9% African American, 3.9% Filipino, 0.8% American Indian, and 14.3 in the category of "decline to state".

For Fall 2001, the EOPS program served 1042 students: 40.9% Asian/Pacific Islander, 32.1% Chicano/Latino, 13.4% African American, 7.0% Caucasian, 5.0% other, 1.2% Filipino, and 0.4% Native American. The EOPS female to male ration was approximately 2:1 or 66.7% to 33.3%, somewhat different from the total college enrollment of 57.1 female to 42.9% male. The college age cohort data reflects the 58.1% of the total population is 24 years of age or younger while 86% of the EOPS students are 19 years of age or older: 40.2% between 19-21, 14.1% between 22-24, 9.1% between 25-29 and 22.6% over 30 years of age.

San Bernardino Valley College

San Bernardino Valley College is one of two colleges in the San Bernardino Community College District. The college enrolled 12,328 students in Fall 2000. According to the MIS data on the state Chancellor's website, the students represented 35% Chicano/Latino, 33% Caucasians, 20% African American, 6% Asian/Pacific Islander/Filipino, 1% American Indian, and 5% in the categories of other and unknown.

For AY 2000-2001, the EOPS program served 1083 students: 40% African American, 31% Chicano/Latino, 17% Caucasian, 6% Asian/Pacific Islander/Filipino, 2% American Indian, 4% other and unknown. The EOPS male to female ratio was approximately 1:1 or 46% to 52% (with 2% unknown), somewhat similar to the total college enrollment of 44.5% to 55.5%. The college age cohort data is collected differently than EOPS; therefore it is not possible to make a comparison of these data.

Santa Barbara City College

Santa Barbara City College serves the south coast area of Santa Barbara County. Generally, students are from the local community; however, students come from throughout the state and also from several international locations. The college maintains a high standard of excellence to provide students with every opportunity to attain their educational objectives. According to the data given to the team, the college enrolled 15,264 students in Fall 2001. The students represent an ethnic enrollment of 60% Caucasian, 27% Chicano/Latino, 7% Asian/Pacific Islander/ Filipino, 2% African American, 1% American Indian, and 3% in the categories of other and unknown.

For Fall 2001, the EOPS program served 787 students whose ethnicity was 33% Caucasian, 52% Chicano/Latino, 6% Asian/Pacific Islander/Filipino, 6% African American, 1% American Indian, 2% other and unknown. The EOPS male to female ratio was approximately 2:3 or 40% to 60%, somewhat different than the total college enrollment of 49 to 51 percent. Seventy percent of EOPS students are 25 years of age or younger. The same age cohort for the college is sixty-six percent. Both age cohorts represent a younger population than their counterparts throughout the state.

Santa Rosa Junior College

Santa Rosa Junior College has two campuses and offers classes at a variety of venues throughout its service area. The college enrolled 30,292 students in Fall 2000. According to the data given to the team, the students represented an ethnic enrollment of 70% Caucasian, 12% Chicano/Latino, 5% Asian/Pacific Islander/Filipino, 2% African American, 1% American Indian, and 10% in the categories of other and unknown.

For AY 2000-2001, the EOPS program served 505 students whose ethnicity was 43% Caucasian, 31% Chicano/Latino, 11% Asian/Pacific Islander/Filipino, 8% African American, 3% American Indian, 3% other and unknown. The EOPS male to female ratio was approximately 1:2 or 31% to 69%, somewhat similar to the total college enrollment of 39% to 61%. Eighty-one percent of EOPS students fall between the ages of 18 and 35 years. The college age cohort data is collected differently than EOPS; therefore, it is not possible to make a comparison of these data.

Southwestern College

Southwestern College is the southern most college in California, about 12 miles from the Mexican border. Southwestern College is a nicely kept campus with a student friendly environment. The college was established in 1961 as the Sweetwater Junior College District. It was to serve as the primary source of college education to the San Diego South County areas including the communities of Bonita, Chula Vista, Imperial Beach, National City, Nestor, Otay, Palm City, San Ysidro, and Sunnyside. When the city of Coronado joined the District in 1980, the name officially became Southwestern Community College District.

The total number of students at Southwestern College in Fall 2001 numbered 18,262 and the total number of EOPS students was 1,913. During the visit, the team was informed that the number of EOPS students was approximately 2,300, the number proposed to serve for 2001-2002. The total number of students at Southwestern was close to 23,000. The demographics for Fall 2001 indicate that African American students approximate 5% of the total student population, and 5% of the EOPS students. American Indians 1% of the general student population and <1% or only 9 students in the EOPS program. Caucasian students are 15% of the total student population and 5% of the EOPS students; Asians constitute 4% of the regular student population and 2% of

EOPS students; Latinos represent the largest ethnic group in the college general population, 57%, and 78% of the EOPS student population. There are 43% female students in the general population and 57% male. However, in the EOPS program, 70% are females, and approximately 30% males.

Taft College

Taft College is a single college district located in Taft, California. The college was established August 30, 1922 as part of the Taft Union High School District. It became the West Kern Junior College District in July 1, 1963 and West Kern Community College District in 1971. The college moved into its present location in 1956. Taft College is one of the few California community colleges that have campus residence halls. For a college this size, it has one of the largest child development centers in the state. The population surrounding Taft College is about 21,000. The community is in the heart of the Midway-Sunset oil field, one of the nation's best producing fields, and is rich in agriculture, light industry and recreation. Nonetheless, the team learned that the area is economically depressed.

The college enrollment in the Spring 2001 was approximately 1,472 students, about 300 students more than Fall 2000. The total EOPS/CARE headcount to date is 197 and is expected to grow. Caucasian students are the largest group in the college and EOPS, 55% and 62% respectively. Latino students are the second largest group and number 16% of the college enrollment and 19% of the total EOPS/CARE program. Asians comprise of 2% of the college enrollment and 5% of EOPS participants. African Americans comprise 3% of the college enrollment and 8% in EOPS. Filipino and Native Americans are less than 1% of the college and 3% EOPS students. In addition, EOPS supports 28% of the fulltime student population at Taft College.

Vista College

Vista College is located in downtown Berkeley, near the University of California at Berkeley, the Berkeley City Library, and Berkeley High School. The college was originally considered a "campus without walls," with courses taught in off-site facilities; however, over the years classes have been consolidated at a few major sites. The college is part of the Peralta Community College District, which also includes Laney, Merritt, and College of Alameda.

Vista College enrolled 4,298 students in Fall 2001, a decrease of about 6% from the previous fall term. According to the data given to the team, the students represented an ethnic enrollment of 35% Caucasian, 22% African American, 17% Asian/Pacific Islander/Filipino, 12% Chicano/Latino, 1% American Indian, and 13% in the categories of other and unknown.

In Fall 2001, the EOPS program served 289 students whose ethnicity was 55% African American, 15% Chicano/Latino, 12% Caucasian, 11% Asian/Pacific Islander/Filipino, 1% American Indian, 6% other and unknown. The EOPS male to female ratio was approximately 1:3 or 28% to 72%, somewhat different than the total college enrollment of 35% to 63% with 2% unknown. Seventy-five percent of EOPS students fall between the ages of 18 and 35 years. The college age cohort data is collected differently than EOPS; therefore, it is not possible to make a comparison of these data.

Chapter 2

EOPS SERVICES AND EXEMPLARY ACTIVITIES

This chapter presents a general survey of the structured services the OPR teams found in the programs reviewed during the 2001-2002 year. These services are divided into the component categories of the EOPS programs: management and staff development, outreach services, instructional development and support, counseling/advising services, transition services, special activities, financial aid, and the CARE program. The chapter also describes a characteristic of many programs that does not easily fit into the components listed above, the individual staff and program contributions that gave each program a personal touch. These often were the key factor in making a program successful for an EOPS student. Because this summary is necessarily brief, it does not cover all of the strengths of every program reviewed in 2001-2002. Only the most outstanding examples are included.

MANAGEMENT AND COORDINATION COMPONENT

Program management services fall under four general categories: program administration, program support, program documentation and evaluation, and staff training and development. Administration involves establishing and implementing operational policies, determining budget and service needs, preparing the annual program review survey, selecting and supervising staff, and coordinating EOPS efforts with other college and community services. Program support includes public information activities and the work of a local EOPS Advisory Committee. Documentation functions involve recording the services provided to EOPS students and the effects of those services. The documentation also facilitates planning, program implementation, and accountability. In addition, documentation facilitates collection and accurate reporting of MIS data.

In the examination of individual EOPS programs, it quickly becomes apparent that their management always involves much more than bureaucratic routine. The director most often establishes the tone and emphases of a program. Although all programs provide a

similar core of services, the director shapes the "personality" of EOPS at each college. As a result, slightly different service emphases prevail from one program to another. One program may stress outreach and recruitment activities, another may focus on the delivery of direct financial aid to students, and a third may give highest priority to academic counseling, tutoring, or basic skills development.

Programs considered most effective typically had competent, well-organized directors who were respected by their staffs and others on the campus. Such directors generally had a clear-cut vision of what they wanted their program to accomplish, transmitted that vision to their staffs, and had the administrative skills to help attain those goals.

Effective EOPS programs also had qualified staffs. Staff members knew their jobs, understood the organizational goals, and were experienced and dedicated to the EOPS program. The most qualified EOPS staffs also maintained ties to the wider communities served by the program and had an explicit, vocal commitment to providing service to disadvantaged students.

Communication and information exchange was a hallmark of exemplary programs. In most cases, this information exchange took place within the context of regular staff meetings, but more frequently, it was part of an on-going context in which regular discussion of program procedures and issues was encouraged.

Another attribute of exceptional EOPS programs was a clear understanding of goals and responsibilities. In these instances, staff was aware of what the EOPS program was trying to accomplish and recognized their responsibilities attendant to those goals. The responsibilities had been appropriately delegated, so that staff could act under their own initiative to enhance the program.

Effective EOPS programs also had activities that were well integrated within the program and were coordinated with other campus services. Coordination occurred in a number of ways. In some cases, intense personal involvement was the key. The director and other staff members communicated frequently and verified that services were mutually reinforcing. In other programs, coordination was more formally structured. For example, a professional counselor or peer advisor might have been charged with monitoring

students' attendance, counseling contacts, and use of tutoring services. Regular staff meetings appeared to play an important role in intra-program coordination.

All EOPS programs, but particularly the very small ones benefited greatly when EOPS activities were well coordinated with other campus services. Coordination was most easily accomplished when EOPS directors had a good working relationship with other campus administrators. This kind of relationship was facilitated when EOPS directors were members of college administrative councils or faculty senates. The best programs had the full understanding and support of the college administration.

Most program Advisory Committees acted as information sharing bodies, while a few programs used their Advisory Committees to excellent advantage as community advocates for EOPS and as policy advisors to guide program direction including having a college trustee as a member. The committees provided ready affiliations with groups that had access to potential EOPS students, supported the program through fund-raising or other activities, and assisted in extending EOPS advocacy within the college. Some programs were encouraged to expand their committee membership to include additional community organizations and high school representation and EOPS/CARE students in order to improve and expand their efficacy.

The extent and depth of documentation of EOPS services varied considerably among the programs under review. All the programs had established individualized files for each EOPS student. Most files included, at minimum, an EOPS application, an education plan, and a mutual responsibility contract. More thorough files also included eligibility determination documentation, a record of counseling and other contacts with EOPS staff, grade reports and a record of college-wide services the student had received. In addition, programs had separate or combined CARE files for students receiving these services. Another aspect of many programs was their use of computerized data systems which could be used not only for reporting MIS data to the State Chancellor's Office, but also used internally for student monitoring and program planning or evaluation.

Staff development activities are designed to improve the skills, knowledge and experience of EOPS and college staff and faculty. In most cases, this amounts to

improving the technical competence of EOPS staff and the general levels of awareness of college staff and faculty about the purpose, functions and regulations guiding EOPS.

Review teams found that EOPS staff training was most often the responsibility of the EOPS director. Most programs held regularly scheduled EOPS staff meetings that provided a means of internal communication and updating. In the most effective programs, comprehensive and recurrent training was provided for all staff members. In addition, regular staff meetings contributed to overall program effectiveness. Typically, directors and counselors and support staff also upgraded their own knowledge and skills by attending local, regional, and state conferences. Unfortunately, some programs were too understaffed to provide extensive initial training for new peer advisors, tutors, or other staff. Individuals simply learned their responsibilities on the job, under the tutelage of an experienced peer, tutor, secretary, or counselor.

EOPS also attempts to engage in activities that foster an awareness of EOPS on campus. On some campuses, EOPS staff representatives such as peer advisors, counselors, and the EOPS director visited college orientations, faculty meetings and individual classrooms to promote EOPS and its students. Others publish a periodic newsletter that is distributed to all college faculty and staff, and to all EOPS students. Some invite college staff and faculty to participate at year-end award ceremonies.

EXEMPLARY ACTIVITIES IN MANAGEMENT AND COORDINATION

Butte College

Weekly Tracking Report. A comprehensive EOPS data report derived from EOPS and college mainframe data is delivered each week. The key to this report is that counselors and staff utilize it to monitor/assess student progress and to provide additional support services. The comprehensive nature of the report makes it useful and valued. It is based on local programming of the college mainframe.

Los Angeles City College

MIS/Data Collection. The EOPS/MIS staff, under the leadership and direction of the Dean of Student Access and Retention Services/EOPS Director, has implemented document imaging and are developing EOPS student exit files. The EOPS/MIS staff has also developed an ACCESS database, which is available to all EOPS and DSP&S staff. In addition, a website keeps the school year and EOPS calendars current through out the academic year. The website also includes an outreach page for recruitment purposes.

Palomar College

Documentation of Services and Data Collection/MIS. The Palomar College EOPS/CARE program converted nearly all of their student files and office documents to electronic or paperless systems. This has allowed the staff to enhance the monitoring and accountability of services provided to EOPS/CARE students.

Currently, the EOPS/CARE program is also taking the lead in developing an innovative district-wide automated "swipe card" tracking system called the "PIC" (Palomar Identification Card). The pilot for the PIC should be implemented in Summer 2002.

Staff Training and Development. In this component, Palomar College is commended for the comprehensive EOPS/CARE Policies and Procedures Manual that is provided to all program staff, including student workers. The EOPS/CARE program holds regularly scheduled meetings, retreats and training for all staff throughout the year. Bi-monthly meetings with classified staff and counselors serve to make certain that all staff members are "on the same page." As a result, all EOPS/CARE staff members are well-versed on Title 5 regulations and have the confidence to provide EOPS rule and regulation information to students and college staff. Staff members have a clear understanding of their respective roles within the EOPS/CARE program.

OUTREACH SERVICES COMPONENT

Every EOPS program reviewed this year maintains some level of outreach and recruitment effort as part of its overall goal of encouraging potentially eligible EOPS students who might not otherwise consider attending college. This effort sometimes

includes early outreach to elementary and junior high school students, summer readiness programs, outreach to correctional facilities and teen parent and foster care programs

While EOPS staffs usually made brief presentations to local high school senior classes in conjunction with overall college recruitment efforts, some EOPS representatives established special working relationships, and ongoing personal communication networks with local public schools in order to more directly recruit potential EOPS students.

Several EOPS recruitment activities also went beyond the high schools. In most cases, EOPS program staff made an effort to identify students already at the respective colleges who might be EOPS-eligible. In other cases, EOPS recruiters maintained an active presence at community agencies, parent organizations, and public venues, such as local shopping malls, community fairs and the like.

EOPS programs varied considerably in the sustained emphasis they placed on outreach and recruitment. Some colleges had well out-lined recruitment plans, while other plans needed to be reviewed and revised to reflect current practices. Some programs were operating without a plan. In some cases, just one staff member carried out these functions, while at a few colleges everyone on staff participated in specific tasks to support the outreach efforts. Generally, the director, an outreach staff person, an EOPS counselor, an interested peer advisor, or some combination constituted the recruitment and outreach staff. In many cases, recruitment was a year-round activity.

Most of the programs provided a summer college readiness program, a program of skills assessment, basic skills instruction, counseling, and personal/social development. These programs are designed to facilitate transition into the college. Readiness or transitional programs were functional in all but five of the programs. They were usually well coordinated and targeted to the specific needs of potential EOPS students. Two other programs were implementing readiness programs this year.

As a natural follow-through to outreach and recruitment, most EOPS programs reviewed provided some type of orientation activities for students once they arrived at the college.

In addition to orientation, priority registration also falls under the outreach component. All but two programs had some form of priority registration, although some needed improvement. One college did not provide priority registration as all students enrolled are insured of getting the classes they need.

Mutual responsibility contracts outline student and program responsibilities and consequences for non-compliance. More than half of the programs reviewed were directed to revise contracts to include signatures and mutuality.

EXEMPLARY ACTIVITIES IN OUTREACH AND RECRUITMENT

Laney College

Outreach. At the twelve feeder high schools, seniors' English scores are assessed in the fall semester to plan developmental activities for the Summer Readiness English 251 course. In addition, outreach identifies students who may need additional credits to graduate. Concurrent enrollment in college courses affords students an opportunity to earn high school credits by successfully participating in college courses. The early identification of African-American and Latino students with limited English skills and those who may need credits to graduate improves the effectiveness of recruitment strategies. The early identification and academic evaluation efforts ensure the students' preparation for and future success as college students.

Summer Readiness. The EOPS Summer Readiness is a six-week program designed to assist first-time college students who plan to attend Laney College in the Fall term. The program consists of college orientation, a Successful Student Skills and Behavior course, a Basic English Writing course, cultural and educational excursions, and academic and personal counseling. EOPS tutors and peer advisors provide educational support. Due to campus construction, the 2001 summer session was held in the community, which added to the comfort zone of the participants. Students accepted into the program received assistance for required textbooks, transportation, and meals.

Upon successful completion of the Summer Readiness Program, students receive a grant and register for the fall semester.

East Los Angeles College

Orientation. All new EOPS students attend a two-hour EOPS orientation session. Orientations are offered one Saturday each month throughout the semester. A team of EOPS staff that includes the CARE Coordinator, an EOPS counselor, a Student Services aide, and student assistants conducts the orientations. Students find the orientations to be beneficial. They report that the orientations are "thorough," "organized," and that the orientation staff is "caring and friendly." Students leave these orientations informed of essential campus, financial aid, and EOPS benefits, policies and procedures.

Vista College

EOPS/CARE/CalWORKs Notes. This comprehensive booklet not only provides a wide range of important information; it is also beautifully designed and filled with eye-catching graphics. Information regarding Vista College student services is condensed and clearly explained, as are Matriculation and the EOPS/CARE components. The booklet addresses the well being of students by providing comprehensive information regarding time, stress, and money management, domestic violence, and elder care. The booklet includes a directory of community services including resources for addiction/recovery, family services, counseling, clothing, disabled services, domestic violence, government assistance, and health, legal, and senior services. The booklet also includes ten resources for housing for the homeless; particularly vital services since approximately 10% of EOPS students at Vista College are homeless.

Palomar College

Outreach Services. The EOPS outreach team works closely with the Palomar College School Relations Department. Each semester a schedule is established for high school visitation. The EOPS outreach staff attend each high school visitation, participate in presentations, and provide materials, both in English and Spanish, for students who may be eligible for EOPS/CARE. The outreach team also attends Parent Night and other high school events. In addition, the outreach team participates in community events, such as the North County Fair and San Marcos Street Fair, and with other community

agencies, such as Head Start, to inform parents about the college and EOPS/CARE in particular. The outreach team is occasionally invited by city and county agencies to provide presentations to their staff on the EOPS/CARE program. They are also allowed to place EOPS/CARE materials in for-profit and non-profit agencies.

Student Ambassadors/Student Recruiters. Student Ambassadors, also known as student recruiters, are hired through the Palomar College College Work/Study Program. EOPS outreach staff train these students on EOPS Title 5 regulations and the EOPS Policies and Procedures Manual. The Student Ambassadors are, for the most part, outgoing and "must have passion" for the EOPS program. The Student Ambassadors eventually work in the high schools by following up on students who are eligible or have expressed interest in the EOPS/CARE program.

Recruitment. On-campus recruitment is strong. The outreach staff are former Palomar College students; they contact their former instructors to make classroom presentations. During registration, the outreach staff "work" the financial aid and admissions lines; they also provide EOPS/CARE information to student groups "hanging out" on campus.

Orientation. All new students at Palomar College participate in general matriculation orientations where EOPS staff present information about the EOPS/CARE program. In addition, the outreach staff prepares a special orientation program to inform eligible students about EOPS/CARE services, financial aid, tutoring, student accountability, Mutual Responsibility Contract, and EOPS student responsibility. An informative and entertaining PowerPoint-based orientation presentation debuted shortly after the program review.

INSTRUCTIONAL DEVELOPMENT AND SERVICES COMPONENT

Many EOPS-eligible students are not adequately prepared for college; consequently, they require extra assistance with their classes or with basic skills such as math and language. In response to this under-preparation, EOPS programs may offer direct instruction or supplemental instruction such as tutoring in course work or in basic skills. Frequently, EOPS sponsors special classes to improve study skills and for personal development.

Most colleges offer some form of tutoring to all students, and EOPS refers its students to these services. In cases where the EOPS program pays a portion of the total costs of the college's tutoring services, Title 5 regulations call for additional tutoring services for EOPS students that are beyond the level normally provided to other students at the college. This "over and above" service may take the form of additional tutoring hours available only to EOPS students, special tracking or follow-through services provided only to EOPS students or EOPS students receiving one-on-one tutoring rather than the group tutoring offered to the general student populations. The OPR teams occasionally found some confusion about how the "over and above" criteria should apply to campus tutoring operations.

A few of the programs under review during the year had developed their own tutoring programs with either small group interaction or one-to-one tutoring. Generally these services were highly rated by students, however, not all students were aware of the services offered and programs were encouraged to market these services more effectively.

Generally, programs reviewed provide a book service for new and continuing EOPS students. These services are very similar from one program to another. Most issue a voucher that is either sent or hand-carried by the student to the bookstore. Students then select textbooks until the funding limit terminates. A few programs have been able to computerize the paper process in a very effective manner; others need to streamline their procedures and ensure timely book services for all students.

EXEMPLARY INSTRUCTIONAL ACTIVITIES AND SUPPORT SERVICES

Butte College

Math for Success Project. EOPS offers supplemental instruction for several selected math courses in conjunction with math faculty. EOPS students agree to spend three hours, at minimum, in tutorial groups. Each class is assigned one to two tutors. The sections include a range from basic math to intermediate algebra. Completion rates for EOPS students accelerated from the baseline rate of 49% to an increased 60% in Basic

Math and from 66% to 100% in Pre-Algebra during the first semester of the project. The math faculty highly endorses the project, as do tutors, students and EOPS staff.

Summer ASSIST. This project runs for four days and is usually offered twice in July, during two consecutive weeks. About 20-25 potentially, EOPS eligible students attend each session. It is designed to help new students make the transition into the college. Its purpose is to follow-up on recruitment contacts from high schools and community agencies that may not have responded to the high school "Reg-to-Go" or other outreach mechanisms. The content includes academic, social and personal training so that students are ready to enter the Fall semester on a positive note with all possible EOPS/CARE support services.

Chabot College

Electronic Book Service. The electronic book service is exemplary in that it is a paperless and seamless system electronically articulated between financial aid, the bookstore, and the EOPS offices to minimize the timeframe in which students can go from one office to the next; thus, students expeditiously obtain their books.

Cuesta College

Lending Library Electronic Tracking System. The EOPS Lending Library has a database system that allows the EOPS staff to store information regarding: what books are available for student use, how to locate the books, and how to generate reports and update information. The database automatically generates reports that track the following three data: 1). "Books in" - A quick list of the books available for check out. 2). "Books out" – Books in use, their borrowers, and borrowers' contact information. 3). "Borrower's Contract" – The form that students need to sign to complete the check out process. In addition to the database, a user's manual was developed that demonstrates each screen and type of information available.

Las Positas College

Gateway Business & Community Coalition Inc. Computers. In response to students' needs for computers, EOPS/CARE entered into a partnership with Gateway Business & Community Coalition, Inc., a nonprofit organization that provides computers to low-income college students. These computers are provided in exchange for a nominal fee and community service. This has been a valuable service to their students because it

equalizes the playing field in their educational endeavors. EOPS/CARE students are able to use a reliable computer and be on-line for a low fee each month. They are also able to take full advantage of opportunities provided via technology by being able to take distance education courses and by tapping into internet resources.

East Los Angeles College

Book Services. The Dean of Special Services/EOPS Director and the Bookstore Manager have developed a system whereby before the semester begins the bookstore is provided with a list containing names of EOPS students and their dollar allotment. Students are informed of the amount they can purchase before they go to the bookstore. The Bookstore Manager stated, "It is a seamless process."

Los Angeles City College

Supplemental Instruction. The implementation of the SI (Supplemental Instruction) program, funded by the Partnership for Excellence and EOPS funds, is one such program. The Supplemental Instruction program is an "over and above" tutor-mentoring program designed to address EOPS student performance and retention rates in fifteen high-risk introductory general education disciplines. Mentors are selected based on faculty recommendations, course work completed, and GPA. Mentors attend every class session and conduct three to five fifty-minute study groups each week at times convenient to the majority of students. Mentors meet with EOPS students individually and in group settings to review lecture materials and/or to assist tutees through the problem solving process. Faculty support for this program is very strong. The faculty now competes for student mentor/tutors. As a result of its success, with more EOPS and non-EOPS students taking part in the program, the college now provides half of the funds.

Book Service. In the Fall of 1997, the EOPS program (at LACC) implemented an electronic book voucher system, which has improved and expanded each year since. The EOPS program provides approximately 2,800 students with a book service voucher to purchase books at the college bookstore. The electronic book voucher has the capability of verifying continuing student 's eligibility status for book service. EOPS students must be in good standing, that is, adhere to the Mutual Responsibility Contract by maintaining a 2.0 grade point average or higher; enroll full-time for the upcoming

semester and satisfy the three counseling contacts in the previous semester. A book voucher letter is generated and mailed to the student's residence two weeks prior to the beginning of the semester. This letter has explicit instructions on how to activate the vouchers at the LACC Bookstore and includes a list of unallowable items to avoid purchasing.

The EOPS/MIS staff is responsible for the development and administration of the system. The MIS supervisor downloads the EOPS student's name; social security number, and voucher amount to the bookstore 's registers. Only a student ID is required to activate the system. The amount of the voucher depends upon the student's English proficiency level. Students enrolled in ESL levels 1 through 4 are issued $200; ESL levels 5 and higher are issued $300. There is no limit on transactions as long as there are sufficient funds available in the student's account. The book voucher accounts remain active until the funds are depleted or until the deadline date. Any unused funds are returned to the general EOPS book service account for future distribution. This system has eliminated long lines in the bookstore.

Palomar College

Tutoring. The Palomar College EOPS/CARE tutoring program – tutors, coordination with the college Tutorials Program, and tutor training – was commended by the review team. Each student enrolled at Palomar College, including those in the EOPS/CARE program, has an opportunity to attend a weekly 30-minute, drop-in, group tutoring session. The Tutoring Center Coordinator trains all tutors, both non-EOPS and EOPS. Part of their training includes awareness of different learning styles. During interviews, the team noted that many of the EOPS tutors are older students who enjoy their tutee's success.

The interaction between the college tutoring program and EOPS/CARE is strong. The Tutoring Center specifically provides for EOPS students study skills workshops and on-on-one tutoring sessions. EOPS students can make appointments for up to two hours of individualized tutoring per week. EOPS students who miss their tutoring appointments two times in a row are dropped. However, within a few days they are called to inquire the reason why they missed their appointments. If the reason is well founded, the

students are then reinstated for tutoring services. The team believes this is a good procedure for retention.

Pasadena City College

Peer Tutoring. The peer-matched tutoring model is an exemplary method of providing one-on-one academic peer support. Tutors are recruited to EOPS by selected mailings to students with strong academic records, are referred by instructors and division deans, and also respond to ads placed in the student newspaper by EOPS. Great effort is expended to create a semester long tutoring relationship that best meets the individual academic needs and supports the educational goals of EOPS/CARE students. Tutors trained in the Learning Assistance Center's on-line tutor training course assist students to develop study skills and academic discipline. To further support students, some tutors have attended their tutees class to get a stronger sense of what is being required by the instructor. An EOPS tutor training manual is being developed to provide additional resources for new peer tutors.

Santa Rosa Junior College

Diversity Curricula. EOPS faculty has worked closely with various instructional colleagues from the campus in order to develop several courses under the umbrella of Developing Intercultural Competence. These courses have been used for staff development and are also offered for EOPS and other college students. It is noteworthy that EOPS counselors understand the importance of developing these courses of study to inform and to develop specific interpersonal or intercultural competencies. It is through such courses of study that the college faculty and staff will be more receptive to EOPS students who represent diverse cultures and perspectives. Ultimately, these courses will serve to assist the success of EOPS students at the college and in the workplace. Course titles include: Developing Intercultural Competence: Diversity Awareness, Developing Intercultural Competence: Race and Ethnicity, Developing Intercultural Competence: Sex and Gender, Developing Intercultural Competence: Sexual Orientation.

COUNSELING AND ADVISING SERVICES COMPONENT

One of the most important EOPS services is counseling and advising, of which there are four major types: college information, academic planning, progress monitoring, and personal. (Career and vocational education counseling is discussed within the Transition component). Preliminary EOPS intake and screening may also constitute a counseling responsibility, along with the interpretation of placement tests, and assistance with financial aid forms and other college documents.

Title 5 regulations require that an EOPS student have at least three counseling contacts per semester, at least two of which need be with a certificated counselor. In every EOPS program, students have access to a professional counselor. In most of the programs reviewed during 2001-2002, there was at least one counselor who worked only with EOPS students. In some programs, the EOPS director also acted in dual roles as both the counselor and the director or coordinator.

Some of the programs visited this year had one or more paraprofessional advisors; in addition to advising, they were assigned to facilitate various program component activities for orientation, outreach, transition, and CARE.

More than half of the EOPS programs also had a corps of peer advisors who acted as friends and helpers with their fellow students. The peer advisors often worked more closely with EOPS students than did any other EOPS personnel. They were a critical link between the students and the program. In addition to meeting with students on a regular basis, peers often performed clerical tasks required to monitor students' academic status. Peers received varying degrees of training in advisement techniques and in financial aid procedures, usually through workshops and regular staff meetings. In programs where structured training programs introduced peer advisors to their role, the peers voiced strong satisfaction with their work. Where training was minimal, they tended to report significantly less satisfaction with (and more confusion about) their own effectiveness as advisors.

In initial counseling contacts, students typically receive general information about college life and about participation in EOPS. Students are informed about program application

forms and requirements, college deadlines, college activities in which they might be interested, and the location and functions of other services on campus.

Academic planning involves assisting students in mapping out an educational program, giving them information about transfer to four-year schools or to more specialized vocational institutions, and monitoring their academic progress. In this focused academic counseling, the counselor usually works individually with the student to develop an educational plan, i.e., an academic or vocational program of study, which specifies the course requirements and the sequence in which the courses are to be completed. This required sequential, multi-term plan provides the student with information needed to register and enroll in appropriate classes, and to achieve their academic goal at the community college. This academic planning involves at least one meeting each semester between the counselor and the student.
Academic monitoring is often key to student retention. Sometimes such monitoring is informal; the student simply meets periodically with the counselor or with a peer advisor. More often, the monitoring is formal and involves checking units and grades throughout the semester as well as periodic written progress reports submitted by instructors to the EOPS office. On some campuses EOPS had merged its monitoring system with matriculation's early alert notification; others have implemented effective EOPS systems. On the basis of this monitoring, counselors or peer advisors tailor their own services to students and may also refer EOPS students to other college services such as a tutoring center, a career center, or a learning center.

Personal counseling ranges from relatively informal student-staff discussion to professional crisis counseling for students who have serious personal, financial, or family problems. A few EOPS programs hire adjunct counselors to provide psychological counseling services.

EXEMPLARY COUNSELING/ADVISING ACTIVITIES AND SERVICES

Butte College.
EOPS Probationary Student Project. The purpose of this project is to prevent EOPS students from going onto college academic or progress probation and to help them to be

successful overall. An adjunct EOPS counselor is designated as the probation counselor and coordinates this effort. If a student's GPA falls below a 2.0, then she/he is placed on EOPS probation and notified of their status through a letter that advises the student to make an appointment with the probation counselor. The unique aspect is the probation contract that has been developed and the persistent follow-up related to class attendance, special workshops and classes, and even home visits. The materials (letters, cards and contract) used are very positive in content and tone.

Las Positas College

Psychological Counseling. Las Positas College began EOPS/CARE psychological services in 2000-2001. The EOPS Director is a licensed Marriage & Family Therapist (MFT). She supervises interns who complete a graduate degree in behavioral science and are earning counseling hours toward MFT licensure. These interns provide EOPS students with life management skills, which will encourage greater retention. These services are also available to the DSPS/EOPS shared population.

Long Beach City College

Peer Advising Manual. In 2000-2001, peer advisors wrote and compiled a manual with the assistance of their supervisor, an EOPS counselor. The Preface to the manual describes the purpose as giving the new peer advisor "a tiny glimpse in the life of a Peer Advisor. What questions should you anticipate from students? What problems will you run into? Where are your boundaries? When should you back out of a situation and let a counselor handle things?" The unique factors of this manual are that it was written by peer advisors and contains two pages of a very well thought-out code of ethics; i.e., a listing of responsibilities to "self, other professionals, and community."

Peer Advising Conference. In Spring 2001, the EOPS program conducted a Region 8 EOPS peer advisor training conference. "EOPS peer advisors and student staff from throughout Region 8 attended this daylong event. LBCC EOPS peer advisors developed the agenda for this event, took care of the logistics, and facilitated most of the training modules. The EOPS director and counselors also conducted some of the modules. The event was videotaped for future reference." (Long Beach City College, EOPS Self-Evaluation Survey, 2000-2001.)

Los Angeles City College

College Probation Intervention. Students placed on probation, as a result of withdrawals or poor grades, are sent a very positive individualized letter that asks them to meet with a counselor. Students on probation or disqualified are given priority for counseling appointments in order to provide assistance as soon as possible. The letter also tells them of the tutoring and mentoring services that are available to assist them and informs them about the Health Center psychologist who can discuss personal or school related issues that can have an affect on their academic work. Students are also notified about probation workshops, where they are informed about petitions for repeating courses, and academic renewal and appeals for disqualified students to be reinstated. Workshops are given in four languages: English, Spanish, Armenian, and Russian. If students do not reply, Career Guidance Counselor Assistants are relentless with calls or follow-up letters until students are reached. This has had a major impact on retention. Assisting students with petitions and appeals in a systematic manner results in many students returning to regular or good-standing status.

San Bernardino Valley College

Early Scheduling Appointment. The Early Scheduling Appointment (ESA) sessions are structured to assist students to prepare for priority registration. At these sessions the EOPS counselors and staff provide general priority registration information, class schedules, information about book vouchers, bus passes and parking permits, and academic advising based on each student's education plan. Each session is two hours in duration; however, students may leave the session upon completing their schedule and receiving counselor approval. Sixteen sessions were scheduled during Fall 2001 for Spring priority registration, and on average, fifty-seventy students attend each session.

TRANSITION SERVICES COMPONENT

When students are nearing completion of their community college program, EOPS offers activities designed to help them make a successful transition to four-year institutions, into employment, or into other post-community college endeavors. Most programs reviewed worked cooperatively with college-wide programs that provide transfer assistance and job and career placement activities.

While, most of the programs reviewed had transition components that were adequate, some activities needed strengthening and/or further development. In some of those instances, transition services, while not listed as a component, were provided to some extent by EOPS counselors during the course of regular, one-to-one counseling sessions. Students interested in transferring to four-year institutions were given information about entrance requirements and course offerings, and a counselor or peer advisor was available to help students obtain and complete applications forms. In other instances, EOPS personnel, acting on behalf of EOPS students who had applied for transfer, maintained regular contact with officials from prospective receiving institutions.

All EOPS programs reviewed this year had satisfactory transfer transition services and activities and frequently referred EOPS students to the college's Transfer Center. Typical of such programs were the identification of students by EOPS staff, the establishment of relevant workshops, meetings with college and university representatives, and field trips. Sometimes these activities are co-sponsored by EOPS and the college's Transfer/Career Center. In particular, some EOPS programs organized field trips to local universities. The field trips motivated potential transfer students, allowing them to explore new environments while in the company of peers and familiar EOPS staff. Students were usually introduced to college administrators and representatives of special programs as part of the field experience.

The few career transition activities in the EOPS programs under review were generally not as systematically organized as the transfer activities. Typically, information about careers and vocations was made available through career resource centers on campus, to which EOPS staff could refer students. EOPS counselors and directors, for the most part, played a rather small role in providing information directly to individual students about employment opportunities.

EXEMPLARY PROJECTS IN TRANSITION SERVICES

Los Angeles Trade-Technical College

Volunteer Program. The Volunteer Program offers students service-learning opportunities through volunteer relationships with local community-based organizations, cultural centers, schools, hospitals, and businesses. Volunteer student-participants are required to enroll in a personal development course that includes six lecture hours and thirty hours of volunteer work. Upon successful completion of this course, taught by an EOPS counselor, students receive one CSU transferable unit. In conjunction with the coursework, students experience and develop skills in listening, communication, and other invaluable skills for employment. Coordinated with the class is a Resume Workshop that assists students in developing a services oriented profile as part of their resume production. Also, students have successfully used their community service hours for scholarship application purposes. Most importantly, students gain a sense of giving back to their community.

Vista College

Starting Point Program. In 1999, with the support of the Vista College EOPS/CARE program, a former EOPS/CARE student initiated the Starting Point Program. The purpose of this program is to motivate and facilitate transfer to the University of California at Berkeley. Originally a summer session community-service project, the program has been adopted by the UC Berkeley campus as a regular part of its curriculum in the School of Social Welfare. University students receive university credits for mentoring EOPS/CARE students at Vista College. Mentees who transfer to the university are eligible for a $1000 scholarship that is funded by matching grants from the university and the university's Faculty Wives organization. Scholarship recipients are required to become Starting Point mentors during their second semester at the university. The program is in the planning stages to expand to two other community colleges; long-range plans include partnerships with all of the colleges in the Peralta Community College District.

CARE PROGRAM

Most CARE programs were organized cooperatively among EOPS, campus CalWORKs' offices and employment assistance agencies that serve CalWORKs parents who are also EOPS students. CARE programs, oriented to the needs of low-income, single heads of household parents (usually re-entry women) typically provided assistance with CARE grants, additional books and supplies, special counseling, and personal and career development activities. Typically, the CARE program operated as a component within EOPS. Where EOPS peer advisors were single parents themselves, they were often assigned to work exclusively with CARE students. CARE Coordinators and EOPS Directors are generally well informed and active regarding the implementation of county regulations related with the state welfare-to-work programs (CalWORKs). However, some programs need to strengthen program coordination and relationships with campus and/or county CalWORKs offices in order to better serve the CARE students.

EXEMPLARY CARE PROGRAM SERVICES AND PROJECTS

Merritt College

CARE Program/CalWORKs Coordination. Seamless delivery of services to students is the result of the coordination between CalWORKs and the CARE program. CalWORKs includes CARE information in mailings sent to their students and actively recruits for the CARE program during the CalWORKs intake process. CARE program staff is invited to conduct presentations at each of the CalWORKs orientations.

When an EOPS student applies for the CARE program, procedures are followed to assure timely admittance. The Agency Certification form is taken to CalWORKs staff and immediately forwarded to the county. Upon receipt of the agency certification form from the county, CalWORKs updates their records and immediately presents a copy of the form to the CARE coordinator. Thus, students are admitted into CARE in a relatively short period of time and are saved the additional work of meeting with two different offices.

Chabot College

Integrated Delivery of EOPS, CARE, and CalWORKs Services. A one-stop process is offered in which all staff work in all programs. Students are the beneficiaries of the maximum amount of services offered in all three programs with CARE offering over and above services to those offered through CalWORKs and EOPS for students who qualify for all three.

Santa Rosa Junior College

Free Lunch Workshops. The CARE "Free Lunch" workshops provide a nutritious meal for CARE students and a well-embraced support group. These workshops also present the opportunity to issue useful educational tools. For example, during a time management workshop, students are provided with student planners; at the financial aid workshop, students receive a much-needed calculator.

Vista College

CARE Program Coordination/Special Activities. Although Vista College CARE is comparatively small (22 students served in 2001-2002), program coordination is effective and well thought out with eligibility determination, documentation and financial assistance procedures closely integrated with EOPS, CalWORKs, and financial aid. Support services available specifically for CARE students include aggressive recruitment strategies, academic and motivational counseling, and financial assistance that includes scholarships, transportation (gas money and bus passes), child care, and educational grants. Special activities include a Christmas party for CARE students and their families, a yearly CARE conference, and the "Day Off" Grant Program for Low-Income Women, sponsored and funded by the Philanthropic Ventures Foundation.

Networking with Local Community for Special Services. The Vista College CARE program utilizes a wide range of East Bay community organizations to provide essential educational and personal resources to students. In addition to the Philanthropic Ventures Foundation program cited above, other examples include:

- Parental Stress Program – parenting workshops, meals and gifts
- One-Stop Career Center – free Internet access, e-mail, resume development, job referrals and employment preparation

- Berkeley Neighborhood Computers – restoration of old computers, teaching students how to repair computers, and donating computers to CARE and CalWORKs students
- Wardrobe for Opportunities – a non-profit organization that provides worksite outfits and employment clothing or uniforms
- Berkeley Ecumenical Strategies Team – child care services

FINANCIAL AID COORDINATION

Given the EOPS eligibility criteria, it is certainly logical that one of the purposes of EOPS is to offer students additional financial aid. Benefits are extended through direct grants, emergency loans, EOPS-funded work-study, CARE grants and EOPS/CARE scholarships. All but two of the EOPS programs reviewed have elected to put all their direct aid resources into book services, a program more directly administered by EOPS personnel in conjunction and cooperation with the campus bookstore.

EOPS eligibility determination and the efficient distribution of aid require close cooperation between the EOPS program and the financial aid office. Typically, students were informed about the financial aid for which they might be eligible and were given assistance in completing the documentation necessary to determine financial aid eligibility. Much of this financial aid advisement took place before the student was actually enrolled. It might have involved high school students planning to enroll in the community college and interested in financial aid. Financial aid advising was usually available throughout the year because many students had recurring questions.

EOPS programs having excellent financial aid components were aware of and implemented award procedures in accordance with the purposes stated in Title 5, Article 4, Section 56252 to "reduce potential student loan indebtedness, or to reduce unmet financial need, after PELL grants and other state, federal or institutional financial aid has been awarded to the student." In addition, most programs recognized the regulations emphasizing that while the financial aid office shall award and distribute EOPS funds, the EOP&S office is ultimately responsible for determining EOPS eligibility.

What typified exemplary EOPS programs' involvement in financial aid were collaboration and cooperation. This included coordination and interface between financial aid and EOPS staff, continual financial aid training for EOPS staff by the financial aid office and well-understood distinctions between EOPS staff responsibilities and those of the financial aid staff.

EXEMPLARY PROJECTS IN FINANCIAL AID

Cuesta College

Web Site. The EOPS home page is bilingual and includes information about the EOPS/CARE program, services, forms, updates, links, and a format for feedback. Through this site, EOPS students have access to FAFSA and are able to complete the form on line. This activity provides a faster more efficient means for students to apply for financial aid.

Santa Barbara City College

Foundation Scholarships. The Foundation for Santa Barbara City College has developed a wide array of scholarships for all students at the college. These scholarships are funded from individual, group, and corporate donors. Due to the encouragement and assistance of the EOPS staff, EOPS students were awarded over $160,000 in scholarships during the 2000-2001 academic year. The staff systematically provides information, application and essay assistance, and, especially, motivation.

Santa Rosa Junior College

Foundation Scholarships. Since 1995, the Santa Rosa Junior College Foundation has developed several scholarships for EOPS students through donors who specify their contributions for students from low income and educationally disadvantaged backgrounds. The EOPS Director and the Foundation's Executive Director have worked collaboratively to designate 20 scholarships for EOPS students. The funds for these scholarships are preserved on an endowment basis and will be maintained in perpetuity. Currently, the total endowment for EOPS scholarships is over $250,000. Sixteen $500 scholarships are for EOPS continuing students who have a 3.0 GPA with at least 12 units completed and who are in good standing with the EOPS program. Four $750

scholarships are awarded to EOPS transfer students. EOPS students must complete an application and essay that are reviewed by a committee of EOPS staff. The scholarships are awarded each spring. The foundation staff continues to explore new possibilities for endowments for EOPS scholarships.

SPECIAL ACTIVITIES COMPONENT

Occasionally, locally determined needs cannot be met directly through any of the regular EOPS program components. As a part of the EOPS special activities component, some colleges conduct year-end award ceremonies, special conferences, or workshops; in addition, they sometimes coordinate appropriate cultural and other activities for EOPS/CARE students. Other special activities include clubs sponsored and advised by EOPS staff, newsletters, web sites, and special events made available to EOPS students.

EXEMPLARY SPECIAL ACTIVITIES

Los Angeles Trade-Technical College

International Film Series. The EOPS program hosts a two-week International Film Festival each spring term. Films are selected that portray the social, political, economic, and religious views of the various cultures found at the college. Cultures represented include African, African American, Japanese, Chinese, Vietnamese, Mexican, Native American, and Cuban. Instructors from throughout the college make reservations with the EOPS office to bring their classes for viewing specific class-related films. The films are borrowed from libraries or museums and some videotapes are purchased.

Merritt College

Health Services. The college nurse provides exemplary services to EOPS students. EOPS students are identified in one of two ways: referral by an EOPS counselor or voluntary self-identification on an intake form. The "over and above" health services include extending services beyond an initial meeting by providing several follow up visits on a single concern, offering guidance regarding health and personal issues, calling students if they miss appointments, and finding appropriate referral services. The

college nurse also invites facilitators from the community to participate in workshops specifically designed for EOPS/CARE students. The Spring 2002 workshop addressed domestic violence.

Santa Barbara City College

EOPS Single Parent Childcare. The CARE/EOPS Single Parent Advisory Committee continues to develop a fund that is used to provide childcare assistance for children of CARE/EOPS single parents. The fundraising efforts have resulted in donations from individuals and foundations for several years. Recently a $90,000 endowment was established and will be maintained in perpetuity. The EOPS Coordinator has reserved four slots at the campus Kinko's Children Center and an additional four slots at the off-campus Kinko's Infant Center. Most of the students use other licensed childcare providers. On average 50 to 60 children benefit from this fund each semester.

Santa Rosa Junior College

EOPS Childcare. The EOPS Director laid the groundwork for EOPS priority childcare by providing funds for thirteen "EOPS Family" slots. This allowed the center to open an unused classroom, thereby significantly expanding the facility's usage. Since then, over the last three years, both EOPS and the child development center staff communicate on a regular basis in order to facilitate priority child placement. Coordination between both offices is very positive and has created a win/win situation for the center and EOPS students. EOPS students find relief in and appreciate each program's effort to ensure priority placement for their children.

THE PERSONAL TOUCH

The program components, which encompass EOPS activities, do not fully describe the essence of EOPS. Some aspects of EOPS do not neatly fit a budget category or planning component. By and large, these relate to human factors that enrich the program: the dedication, care and attention that staff give to students and that students offer to one another. The following student comments represent many that were made on OPR questionnaires or in interviews.

Overall, by being supported from a great program such as EOPS, I don't feel like I am alone or overwhelmed to achieve my goal. Also, it's heartwarming to know there are people out there that care for my achievement and that is very encouraging and energizing.

I believe that EOPS is a great program. They really strive to help people stay focused. I like the long term planning of the classes. I'm a person who needs the structure lined out for me, therefore the planning is great.

I feel the EOPS program is very effective and especially how progressive the program is in implementing changes to accommodate the changing needs of the student.

In my opinion, one of the most important parts of the EOPS program, which makes it highly effective, is its whole message. It lets us know firsthand that society cares about people with needs . . . giving assistance and opportunities to all of its members.

I truly like the counseling, and the CARE program. I'm a mother of four, and I just decided to go back to school. Basically, I need all the encouragement I can get and this program (EOPS) has really been a great help.

Tutoring particularly works well for me because when I fall behind I am able to reference books quickly and with the help of peers I am able to catch up fairly quickly. The peers are well-educated patient and understanding and never seem to get frustrated with tutoring.

I think that the counselors really give you the information you need. They also give you suggestions which might help you prepare more for your future career. They also sit down with you and discuss what you rally want to major in and tell you what classes are better to teach you more about the field.

The most valuable part of the EOPS program is the individual counseling I receive. I think the availability and their knowledge was most effective.

I believe the EOPS program works particularly well, because we as students are treated with Dignity and Respect by all staff members.

One of the parts of the EOPS program that works particularly well is counselors doing individual educational plans with EOPS students. This is a great help for us students especially when one is a new student at SBCC, not knowing what classes to take to complete general education, major, degree, certificate, and transfer to a university.

The moral support – helping me feel special and that getting an education is a good thing to do – encouragement – and feeling the joy of success – recognition.

EOPS is very effective. This program has helped me since my beginning in the Spring of 2001. First my counselor and I developed an Ed Plan and I have followed it in order to achieve my academic goal.

The EOPS program has made all the difference in my academic success. If it weren't for this program I would feel lost. I count on seeing my counselor to help me with my life goals. I feel important here… This program is not only valuable to the students it serves, but the entire community. It helps many students get on that first step of the ladder to begin the climb to success. … Thx for EOPS.

If it wasn't for EOPS I wouldn't be in school. My family is very low income and could not afford even the JC. EOPS and my Pell Grant have made it possible for me to go to school.

Chapter 3

SUMMARY OF THE RECOMMENDATIONS

Operational Program Reviews serve two main purposes: to help improve individual EOPS programs and to identify general strengths and weaknesses across programs statewide. Those interested in OPR results would like to know not only about the unique features of a program, but also about characteristics that sites generally share. This chapter provides a summary of the recommendations OPR teams delivered to the eighteen programs reviewed during 2001-2002. The summary suggests typical weaknesses and does not describe problems found in specific programs.

RECOMMENDATIONS

OPR teams base their recommendations upon how adequately program activities meet the goals and standards stated in the program review survey and upon Title 5 requirements. During the course of a review, an OPR team does not compare one program with another. Each review is highly individualized. However, when the year's recommendations are taken as a whole, some generalizations can be made about areas that consistently require improvement.

To identify common features, all of the 104 recommendations produced during the year's eighteen reviews were categorized according to the EOPS program components: management and coordination, outreach services and activities, instructional

development and services, counseling and advising, transition services, CARE, financial aid coordination and other special activities. The component which drew the most recommendations was management with thirty-three. Outreach and recruitment activities prompted fourteen recommendations, instruction had eleven recommendations, counseling had thirty recommendations, the CARE program had six, financial aid coordination had eight, and transition services and other special activities each had one.

Sheer numbers of recommendations, however, should not be interpreted as an indication of how chronic a particular problem appears across programs. In fact, recommendations often cut across several areas and have been placed under the activity that most closely fits. Moreover, some activity areas are more broadly expansive than others. For example, under management are included administration, staffing, data collection/reporting, facilities/equipment, staff development, general Title 5 compliance, and campus coordination. The transition, transfer and career activity, on the other hand, is highly specific.

The range of recommendations delivered to specific colleges was between one and eleven. However, it should be noted that the recommendations were certainly not all of the same weight. Even though the OPR teams tried to address only the most serious issues, some of their recommendations concerned relatively minor matters, while others were extremely important, requiring almost complete restructuring of a program component or new staffing patterns. Thus, the number of recommendations is not a guide to the quality of individual programs.

Because of their importance, all recommendations that indicate lack of compliance with Title 5 are reported separately in this report, even though specific compliance recommendations also fall within program component categories.

Compliance with Title 5

OPR teams often detected discrepancies between program practices and the requirements of Title 5. Eleven of the eighteen colleges reviewed had at least one area in which a compliance recommendation was made. The teams presented a total of nineteen recommendations, which addressed situations out of compliance with Title 5.

One program had four compliance issues while another had three. Three programs each had two compliance recommendations and there were a total of six programs that had just one compliance recommendation.

Compliance with the "Over and Above" Requirement. EOPS Title 5 regulations specify that a college may not charge EOPS for services to EOPS students that the college regularly and routinely provides to all other students of the institution. That is, EOPS funds may not be used to supplant regularly funded college programs. Services provided by EOPS must be "over and above" what is customarily available to all students.

Twelve of the previously discussed compliance recommendations were related to funding. These recommendations cited the need for expenditures for certain services or positions to be modified in line with EOPS-specific services and/or percentage of time spent in the performance of EOPS-specific duties. For example, one recommendation targeted the need for adjustment to the percentage of time allocated for the director's position to insure compliance with over-and-above activities funded by EOPS. Ten compliance recommendations were directed at EOPS funds used to pay for instruction, grants, work-study, book services, and the college collection of state FTES funds. And lastly, one recommendation called for the elimination of inappropriate expenditures of CARE monies for bookstore gift certificates.

In addition, there were five compliance recommendations requiring the revision and resubmission of EOPS Program Plan 2.2 Summary of Personnel forms to accurately reflect staff duties, and one to clarify appropriate reporting of counselors to the EOPS director. Lastly, there were three compliance recommendations to revise mutual responsibility contracts to include mutuality and appropriate signatures.

Service Provision. Other ways in which programs might be found to be in noncompliance with Title 5 guidelines are by either a failure to provide mandated services or to do so inadequately. Seventeen compliance recommendations cited service provision deficiencies; these pertained to the counseling contacts, Student Educational Plans, EOPS orientation and progress monitoring and the disbursement of funds. One recommendation was made to establish a priority registration system for

newly identified EOPS students. Three recommendations addressed the lack of an active advisory committee, with two additional recommendations citing the need to expand committee membership. One recommendation was directed to the revision and expansion of EOPS orientation, as the current practice did not meet Title 5 regulations. In the counseling component, five compliance recommendations were made requiring documentation and completion of three required student contacts, three to develop EOPS specific progress monitoring, and six requiring completion of comprehensive student education plans for all EOPS students. In the financial aid component, three recommendations were made suggesting funds be disbursed to students in a timely manner.

RECOMMENDATIONS BY COMPONENT

The following sections, organized according to program components, outline themes noted in the recommendations of the eighteen programs.

Management and Coordination

Most programs reviewed in 2001-2002 did at least an adequate, if not excellent, job in managing the program and coordinating with other college services. Program management and coordination includes a broad spectrum of activities pertaining to the administration and daily operation of EOPS programs. Of the total 104 recommendations, 33 concerned administrative areas, such as eligibility, program plan revisions, documentation, and staff issues. Including the compliance recommendations related to this component, four were related to the need to revise some of the 2.2 Summary of Personnel forms in the program plans to clarify staff responsibilities, one of which need to submit a complete program plan and budget for 2001-2002. Three recommendations cited eligibility determination and/or limitations enforcement, and seven recommendations discussed staff issues including appropriate reporting lines, actual amount of time the director is assigned to the program and the need for staff training and in-service on title 5 regulations. Eight recommendations were made for more adequate program space to enhance privacy for counselors. Five recommendations refer to advisory committees, two for the expansion of committee membership, and three for the development of active committees. Areas noted in the

remaining recommendations included EOPS staff assignments, utilization of electronic data collection, interfacing with MIS, documentation of services, and student files.

Outreach/Recruitment Services

Fourteen programs received recommendations concerning outreach and recruitment activities. Three programs were directed to develop a written recruitment plan, or to improve the existing plan, and other programs to expand their recruitment efforts to include college-wide recruiting, community agencies and/or target specific population groups. Six recommendations addressed the need to revise the Mutual Responsibility Contract including appropriate signatures and copies to students. Two refer to the need to improve the in-take process. Two recommendations addressed the establishment or improvement of a priority registration system, and another, the revision and expansion of EOPS orientation.

Instructional Development and Support

Eleven recommendations were made regarding instructional support activities. Four programs received recommendations directed toward EOPS tutoring practices; two of these programs were directed to better inform students of the available program and to encourage students to take advantage of the tutoring services; and the other two programs were directed to provide over-and-above tutoring services. Seven recommendations were directed at EOPS funds used to pay for instruction, the college collection of state FTES funds, improving the book service functions and the appropriate use of book services monies.

Counseling and Advising

There were a total of thirty recommendations suggested in the counseling/advising component. Seven colleges shared eight recommendations that mention the need to hire more counselors in order to comply with program regulations and meet student needs. This demonstrates that 39% of the schools visited are in need of additional counselor hours to meet required counseling services. In two programs access to counseling was inadequate due to scheduling issues. In five programs, the required counseling contacts were not accomplished. Two recommendations refer to exit interview plans, while one mentioned limitation monitoring. Two recommendations suggested training for all counselors, staff, and peer advisors to enhance the delivery of

counseling services. Three programs were directed to develop or improve a progress monitoring system, and six recommendations related to the development of a comprehensive Student Educational Plan for each EOPS student. Lastly, one program was directed to schedule an hour each day to document all counseling services.

Transition Services

The only recommendation in this area refers to the promoting and integrating of EOPS students in college transfer activities.

The CARE Program

There were six recommendations in this component. One recommendation related to the need for appropriate expenditures of CARE monies. Another recommendation called for advisory expansion. A recommendation was made to increase access through scheduling for the students within CARE, while another referred to the eligibility determination process for the program. Recommendations were also made to revise the CARE application and the Mutual Responsibility Contract to include a signature and date line in the final approval section.

Financial Aid Coordination

There were eight recommendations in this component. Three compliance recommendations in the areas of appropriating funds to ensure that grants, work-study, and book services are awarded to students pursuant to Title 5, and the accurate reporting of those funds. Two recommendations refer to the disbursement of funds in a timely manner, and two address the eligibility of students. Another recommendation asks for the revision of the 2.2 forms to accurately reflect the duties of a Financial Aid Liaison.

Special Activities

There was one recommendation in this component, to develop a user-friendly EOPS/CARE website that enhances visibility and access to information and services.

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